

SKRIPSI



**THE EFFECT OF USING “*COLLABORATIVE P.O.W.E.R*
(*PLAN, ORGANIZE, WRITE, EDIT, AND REWRITE*) STRATEGY”
TOWARD THE ABILITY IN WRITING RECOUNT TEXT
OF THE TENTH GRADE STUDENTS OF SMAN 1 TAHUNAN JEPARA
IN ACADEMIC YEAR 2017/2018**

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MURIA KUDUS UNIVERSITY
2018**

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**Presented to the University of Muria Kudus
in Partial Fulfillment of the Requirements for Completing
the Sarjana Program in English Education**

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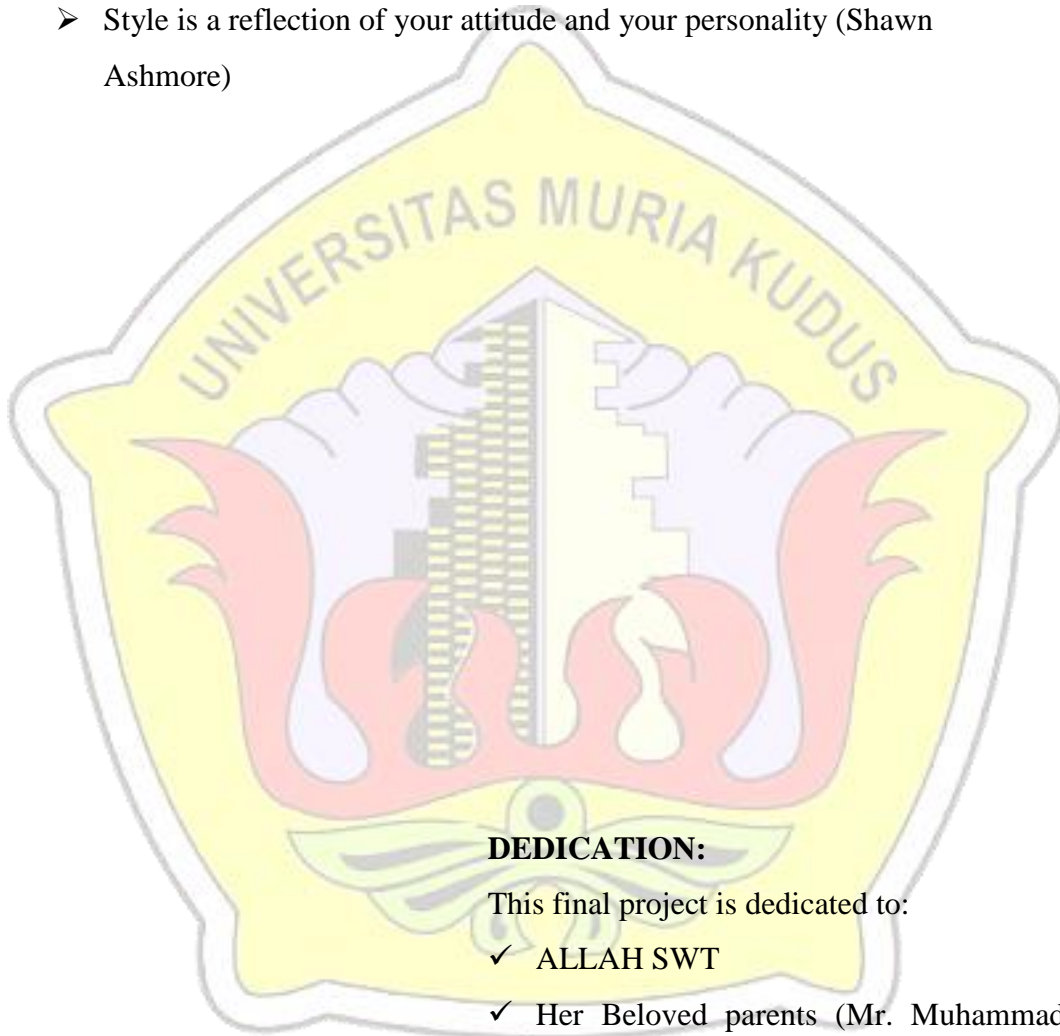
**ENGLISH EDUCATION DEPARTMENT
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2018

MOTTO AND DEDICATION

MOTTO:

- Set your target and make it so!
- Love what you have, so you have everything you need
- Whenever I hear, 'It can't be done', I know I'm close to success (Michael Flatley)
- Style is a reflection of your attitude and your personality (Shawn Ashmore)



DEDICATION:

This final project is dedicated to:


- ✓ ALLAH SWT
- ✓ Her Beloved parents (Mr. Muhammad Nur Ainy and Mrs. Siswati) thanks for your support and for everything.
- ✓ Her beloved Brothers (Muhammad Bayu Nugroho and Ahmad Dhanu Wijaya)

ADVISORS' APPROVAL


This is to certify the Skripsi of Dyah Fatmawati (201432060) has been approved by the skripsi advisor for the further approval by the Examining Committee.

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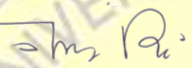
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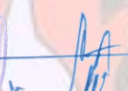

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Kudus, 20 July 2018

Dyah Fatmawati



ABSTRACT

Fatmawati, Dyah. 2018. *The Effect of Using “Collaborative P.O.W.E.R (Plan, Organize, Write, Edit, And Rewrite) Strategy” Toward The Ability in Writing Recount Text of the Tenth Grade Students of SMAN 1 Tahunan Jepara in Academic Year 2017/2018*. Skripsi. English Education Department Teacher Training and Education Faculty Muria Kudus University. Advisors: (i) Drs. Muh. Syafei, M.Pd, (ii) Fajar Kartika, S.S, M.Hum.

Key words: Writing Ability, Collaborative P.o.w.e.r Strategy.

Writing is a way to express ideas in written form. It plays the last sequence after listening, speaking, and reading. It has complicated and ongoing processes from beginning till the finish. In this case, the students found had difficulties in writing such as they does not have ideas to write, less confidence, even lack of vocabulary. Therefore, the researcher interested to do a research about writing.

The objective of this research is to find out there is significant difference between the ability of writing recount text of the tenth grade students of SMAN 1 Tahunan in academic year 2017/2018 before and after being taught by using Collaborative P.o.w.e.r Strategy.

The design of this research is experimental research, used one group pre-test and post-test and the instrument of the research is written test. The population of this research is all of the tenth grade students of SMAN 1 Tahunan in academic year 2017/2018 with the total number of 355 students. And the sample that used by the researcher is X MIPA 1 which consist of 36 students.

The result of this research shows that in level significance 5% and degree of freedom (df) $N-1 = 35$, there is significant difference between the ability of writing recount text of the tenth grade students of SMAN 1 Tahunan before and after being taught by using Collaborative P.o.w.e.r Strategy. It is shown from the calculation result of t-observation (t_0) is 17.54, meanwhile t-table is 1.69. It means the null hypothesis is rejected and the alternative hypothesis is accepted ($t_0 = 17.54 > T_t = 1.69$). The writing ability of the tenth grade students of SMAN 1 Tahunan taught by using Collaborative P.o.w.e.r Strategy in academic year 2017/2018 is Good (Mean = 79.92 and SD = 6.27). And the writing ability of the tenth grade students of SMAN 1 Tahunan without taught by using Collaborative P.o.w.e.r Strategy in academic year 2017/2018 is sufficient (Mean = 65.66 and SD = 9.47).

After knowing the result of this research, Collaborative P.o.w.e.r Strategy is an effective strategy to teach writing. Thus, the researcher hopes this research can be used by the English teacher as one of strategy to enrich the reference about teaching writing in the tenth grade students.

ABSTRAK

Fatmawati, Dyah. 2018. *Efek Penerapan “Strategi Collaborative P.O.W.E.R (Plan, Organize, Write, Edit, And Rewrite)” terhadap kemampuan menulis teks recount siswa kelas X SMAN 1 Tahunan Jepara Pada Tahun Pelajaran 2017/2018*. Skripsi. Program Studi Pendidikan Bahasa Inggris Fakultas Keguruan dan Ilmu Pendidikan. Pembimbing: (i) Drs. Muh. Syafei, M.Pd, (ii) Fajar Kartika, S.S, M.Hum.

Key words: Kemampuan menulis, Collaborative P.o.w.e.r Strategy.

Menulis merupakan salah satu cara untuk mengekspresikan ide dalam bentuk tulisan. Menulis merupakan keahlian terakhir setelah mendengarkan, berbicara, dan membaca. Menulis sangat rumit dan membutuhkan proses yang berkelanjutan dari awal hingga akhir tulisan. Dalam kasus ini, ditemukan bahwa siswa memiliki kesulitan dalam menulis seperti; tidak memiliki ide untuk menulis, tidak percaya diri, bahkan kekurangan pengetahuan tentang kata kerja. Oleh karena itu, penulis tertarik untuk melakukan penelitian tentang menulis.

Tujuan dalam penelitian ini adalah untuk menunjukkan bahwa ada perbedaan yang signifikan dalam kemampuan menulis siswa kelas X SMAN 1 Tahunan tahun pelajaran 2017/2018 sebelum dan sesudah diajar dengan strategi Collaborative P.o.w.e.r.

Desain penelitian yang digunakan dalam penelitian ini adalah penelitian eksperiment, menggunakan satu kelompok pre-test post-test. Populasi dalam penelitian ini adalah semua siswa kelas X SMAN 1 Tahunan tahun pelajaran 2017/2018 dengan jumlah 355 siswa. Dan sampel yang digunakan oleh penulis adalah X MIPA 1 dengan jumlah 36 siswa.

Hasil penelitian ini menunjukkan bahwa dalam level signifikansi 5% dan derajat kebebasan (df) $N-1 = 35$, ada perbedaan yang signifikan dalam kemampuan menulis teks recount siswa kelas X SMAN 1 Tahunan sebelum dan sesudah diajar menggunakan strategi Collaborative P.o.w.e.r. Hal ini ditunjukkan dari hasil perhitungan t-observasi (t_0) 17.54, sedangkan t-table 1.69. ini berarti hipotesis nol ditolak dan hipotesis alternatif diterima ($t_0 = 17.54 > T_t = 1.69$). kemampuan menulis siswa kelas X SMAN 1 Tahunan yang diajar menggunakan strategi Collaborative P.o.w.e.r tahun ajaran 2017/2018 tergolong ‘baik’ (rata-rata = 79.92, dan SD = 6.27). Dan kemampuan menulis siswa kelas X SMAN 1 Tahunan tanpa menggunakan strategi Collaborative P.o.w.e.r tergolong ‘cukup’ (rata-rata = 65.66, dan SD = 9.47).

Setelah mengetahui hasil dari penelitian ini, strategi Collaborative P.o.w.e.r merupakan salah satu strategi yang efektif dalam mengajar menulis. Oleh karena itu, penulis berharap bahwa penelitian ini dapat digunakan guru bahasa Inggris untuk menambah referensi dalam mengajar menulis kepada siswa kelas X.

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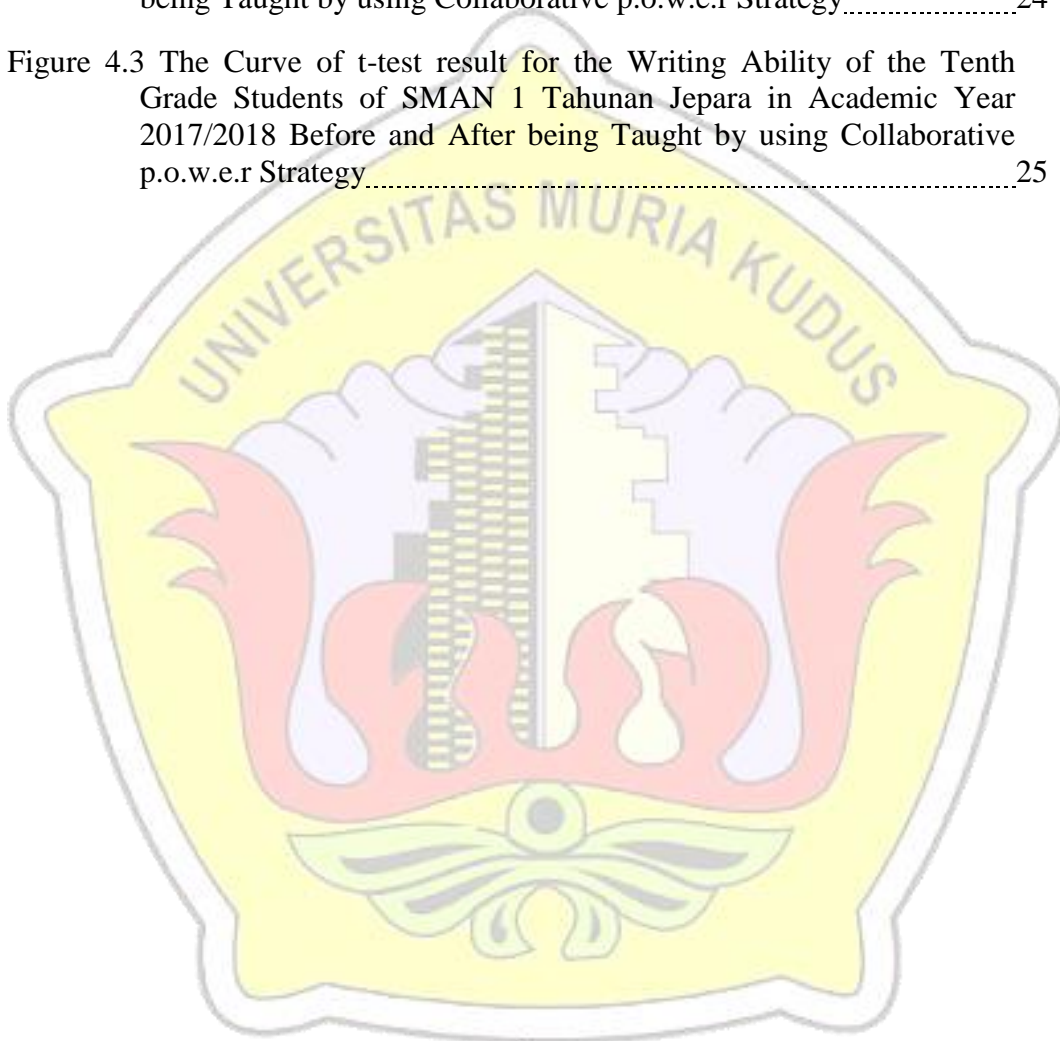
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